DOCUMENT RESUME

ED 030 720 08 VT 008 526

The "Project ABLE" Student Vocational Plan. (Interim Product).
American Institutes for Research, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-5-0009
Contract-OEC-5-85-019
Note-32p.. Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School
EDRS Price MF-$0.25 HC-$1.70
Descriptors-*Career Planning, Employment Qualifications, *Goal Orientation, *Guidance Programs, Individual Characteristics, *Junior High School Students, Material Development, *Occupational Guidance, Occupational Information, Records (Forms), Self Evaluation, Vocational Development
Identifiers-*Project ABLE

The Student Vocational Plan of Project ABLE has limited objectives which include student self-evaluation, investigation of the world of work, and the comparison of students' credentials to educational and vocational opportunities. For each of these objectives student activities were delineated for grades 7,8, and 9. The Plan includes a student kit of forms and data needed by the students to carry out these activities. When viewed as a record of student progress in decision making, this kit provides indications of inconsistency among educational goals: capabilities, interests, and opportunities. Appended are (1) the Plans' table of contents for grades 7,8, and 9, (2) student goal checklist, (3) educational achievement forms, (4) experience checklist, (5) job classification form, (6) occupational information resource guide, (7) occupational analysis forms, and (8) sample job description. (EM)

EDO 30720

C1

INTERIM PRODUCT FROM

O. E. PROJECT No. 5-0009

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The "Project ABLE" Student Vocational Plan, [Interim Product.]

Rationale

Contents of Plan

Sample Student Activity Forms

Sample Job Description

Sample Job Chart

Sample Occupational Analysis

VT008526

DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASS.) VOCATIONAL-TECHNICAL SCHOOL

RATIONALE FOR THE VOCATIONAL GUIDANCE PLAN

The Student Vocational Plan has a number of significant characteristics and guiding principles which define the limits of the program and influence the nature of the approach, the content, and the supporting materials. These characteristics are identified below and subsequent discussions of procedures and materials are later related to them. A more comprehensive treatment of the program may be found in the Fourth[1] and Ninth[2] Quarterly Technical Reports.

Prepares Student to Select High School Courses of Study. The overall goal of the guidance program is to prepare students in grades seven, eight, and nine, and their parents to choose a high school educational program. This occurs for the student during grade nine as a practical necessity. Preparation for this choice should begin as early as possible since the decisions may be viewed as an important step leading to the achievement of later educational and occupational goals. An appropriate choice brings the student closer to the accomplishment of his goals with a minimum of penalty for error.

Meets Limited Objectives. The Student Vocational Plan itself has limited objectives. It does not attempt to satisfy all the needs of students normally identified as guidance functions. From a total domain of possible guidance functions and objectives, the program deals only with those which specifically relate to educational and vocational decision-making. The activities are organized to help the student acquire decision-making capabilities. This decision-making process is coordinated with other aspects of the existing guidance program--incorporating the materials, projects and programs already in use in the system.

---

[1] Morrison, E. J., & Hudak, V. M. A vocational guidance plan for junior high school. Pittsburgh: American Institutes for Research, March 1966.

[2] Hudak, V. M., & Butler, F. C. Development and tryout of a junior high school student vocational plan. Pittsburgh: American Institutes for Research, June 1967.

Relates to the Overall Curriculum Design. The planning process must be an integral part of the overall vocational development of the students. In fact, the activity called for by the Plan supports those objectives associated with career choice, particularly choosing and forging a career in the achievement of vocational satisfaction. (A complete list of these objectives appears in the Fourth Quarterly Technical Report, Appendix A).

Suitability for All Junior High School Students. The Vocational Plan is designed to be suitable for all students, whatever their expressed occupational and educational goals. Students who aspire to college preparatory programs and professions, as well as those who are selecting more immediate occupational goals, need to engage in the same decision-making activities.

Students are expected to change their minds during the junior high school years. Accepting this, the Plan encourages students to base their changes on a more realistic inspection of relevant facts, to incorporate new information into current patterns or trends which are set for the moment and, if necessary, to establish an entirely new framework on which to base their decisions.

Demands Active Student Participation. Making a decision implies action by the decision-maker. In fact, there are a series of actions and steps throughout the process. The individual making the decisions should engage directly and actively in all the steps needed to make choices and to adjust his decisions. The student has to be the principal agent in completing each step of the decision-making process. The student, thus, gets experience in using the basic tools of investigation and analysis and applying these to the decision-making process while developing his own Vocational Plan.

Emphasize the Process of Vocational Choice. Decision-making is a continuous process which is influenced by all the changes which occur in the individual and in the environment of the individual. Vocational choice usually proceeds from fantasy through a mature decision-making process that

requires reclassification and refinement of data at each step. The process of data collection, analysis, and summary can be accomplished at several levels, proceeding from the general to the specific. Thus, the Vocational Plan specifies a number of similar activities in the decision-making process for students in grades seven, eight, and nine. The steps through which a student proceeds each year remain the same, but the materials and process become increasingly more specific and complex. Each year the student must learn to integrate additional information with those facts he has already accumulated and to unite them into a coherent set of conclusions.

Methodical, realistic decision-making is a learned behavior difficult to acquire. The process is practiced each time the students consider new options in terms of their credentials, using a variety of content and procedures over the three-year cycle.

The steps in decision-making for each grade are:

1. Setting goals.
2. Evaluating characteristics of self.
3. Identifying educational and vocational opportunities and requirements.
4. Selecting a course of action.
5. Adjusting decisions.

Specific aspects of these steps are discussed in the Fourth Quarterly Technical Report, pp. 5-15.

Provides Factual Information. The decision-making process cannot be accomplished efficiently unless relevant facts and information exist in a form that is both usable and available in sufficient quantity. This implies a cataloging of existing materials and the creation of support materials which permit the student to complete the recommended activities. Several reference sources were created to meet these requirements. They are described under a later section titled "Development for the Plan."

Allows for Flexible Operation. Six schools and approximately fifteen counselors were scheduled to use the materials. The students represent the entire spectrum of educational achievement, learning ability, and socioeconomic status. Thus, the materials had to be designed to fit a wide variety of situations--the overall program had to:

1. Provide a comprehensive guideline.
2. Define specific activities within that guideline.
3. Include support materials and procedures applicable to each situation.
4. Permit individual schools to supplement or modify the program to meet special conditions in their particular setting.

Minimizes Reading Problems. Of necessity, the Plan has to rely on a great deal of written material. There is no practical way for the students to experience a wide sampling of the world of work without depending on written materials a great deal. Because of the dependence on reading, an attempt was made to diversify the format and simplify the vocabulary and to avoid penalizing those students with reading problems.

Focuses Decision-Making Activity on the Student. The problems which a student experiences in deriving his educational and vocational plans become the primary concern of the counseling staff. However, few students will be able to complete the decision-making process without special help from the staff. The guidance program may be viewed as a comprehensive guideline that encourages staff to initiate supplementary activities to assist students in decision-making. The success of these enriching experiences for students depends on the cooperative effort of the individual counselors, but the emphasis is always on student-initiated activity.

Development of Materials for the Plan

Because the emphasis of the program is on individual student activity, special materials had to be created. These materials include a Grade Seven Student Vocational Plan, a Grade Eight Student Vocational Plan, a Grade Nine Student Vocational Plan, a Counselor Handbook, and a reference docu-

ment entitled Occupational Analyses describing each occupation for which training is offered in Quincy and a number of selected jobs in the professions.

A primary objective of the vocational guidance plan is to have students participate in activities which require self-evaluation, investigation of the world of work, and matching credentials with available educational and vocational opportunities. For each of these three major areas, a number of activities were delineated for each grade. The Table of Contents for each Student Vocational Plan at each grade level, and selected students forms may be found in Appendix A. The Vocational Plan includes forms or data needed by students to carry out the prescribed activities.

Planning and choosing a career involves a comprehensive look at past and present conditions, accomplishments, and problems. And most difficult of all, it also requires a look at the future. It asks the student to judge what he and the world will be like a selected number of years from today, and what his place in that world might be. It is critical to begin with activity close to the student in time and relevance. In all cases, the data to be analyzed in the self-evaluation section begin with the student where he is currently or where he has just been. For example, the student may be making an inventory of his interests or experiences, or plotting a profile of the standardized achievement test he took the previous year. The student examines or identifies those things which he does daily and that have particular meaning to him, both inside and outside the school setting. The point is made repeatedly that this personal accumulation and analysis of data are peculiar to the individual, and that no two students should end up with the same evaluation or summary in all areas. The Student Vocational Plan is the personal property of the student--his own personal development record. The student should understand that a lack of continuing participation will be a serious handicap when the time comes to make a decision about high school courses of study.

In each case, the amount and kind of help to be given a student by a counselor or some other school person will depend on the need of that individual at any step in the process. The completion of an activity,

difficulty associated with a given activity, or lack of action on the part of the student in connection with an activity serves to identify those students who need help, and suggest the type of help that may be required.

The student begins the process by creating a picture of his credentials. He discovers himself in a variety of ways (for example, completes checklists, plots profiles, views filmstrips, interviews persons in specific occupational areas, discusses results with counselors, summarizes data, etc.). Next he starts to draw relationships between facts as more become available to him, and then to summarize them in terms of his own goals. The facts cannot be ignored, for they are constantly before the student, and they are used in combination with other facts to make certain specific judgments.

By having the student become actively involved in guided, step-by-step decision-making, the process of seeking, securing, and analyzing information and events will, hopefully, transfer to other aspects of an individual's experiences. Moreover, the student is given an opportunity to practice these behaviors many times during the three years.

There are many facets of a person's makeup that have a significant influence on an individual's personal development and decisions other than those dealt with in the Vocational Plan. It should be noted that these have not been forgotten. Because the plan has limited objectives, it was felt that these special problems could best be dealt with by other sources available in the school system through the various pupil personnel services.

In general, the student kit may be viewed as a record of student progress in decision-making, and as such, can serve as a valuable tool for counselor and teacher. First, it has <u>diagnostic</u> value when used to identify those students who experience difficulty in finding consistency among educational goals, capabilities, interests, and educational and vocational opportunities. Failure to complete any step in the decision-making process may indicate a problem, and suggest ways to solve it. Secondly, when the record of these facts is eventually related to actual student behavior in subsequent years, analysis of the results may yield information with <u>predictive</u> validity for future students encountering the same or similar problems.

APPENDIX A

STUDENT VOCATIONAL PLAN TABLES OF CONTENTS AND SAMPLES OF SOME OF THE ACTIVITY FORMS

TABLE OF CONTENTS

(Student Vocational Plan--Grade Seven)

		Page
SELF-EVALUATION		
Part I	Setting Goals	___
Part II	Evaluating My Achievement Through Standardized Tests	___
Part III	Evaluating My Achievement Through School Grades	___
Part IV	Defining Different Types of Interest	___
Part V	Identifying My Interests	___
EVALUATION OF THE WORLD OF WORK		
Part I	Describing the World of Work	___
Part II	Grouping Jobs into Different Families--Classifying Jobs Five Ways	___
Part III	Discovering Sources of Occupational Information	___
Part IV	Selecting Occupations Which Seem Suitable for Me	___
Part V	Studying Several Occupational Areas	___
MATCHING PERSONAL CREDENTIALS WITH AVAILABLE OPPORTUNITIES		
Part I	Summarizing How I Compare with the Jobs I Have Selected	___

TABLE OF CONTENTS

(Student Vocational Plan--Grade Eight)

			Page
SELF-EVALUATION			
Activity	I	Setting Educational, Vocational, and Personal-Social Goals	____
Activity	II	Evaluating Achievement Through Standardized Tests--The California Achievement Test	____
Activity	III	Assessing Achievement Through School Grades	____
Activity	IV	Testing My "Functioning Efficiency"--Comparing School Grades with Standardized Test Results	____
Activity	V	Determining My Strongest Interest Areas--Taking an Interest Inventory	____
EVALUATION OF THE WORLD OF WORK			
Activity	I	Identifying Some Critical Factors in Preparing for the World of Work	____
Activity	II	Identifying Sources of Information by Type of Information Contained--A Review of a Resource Guide for an Occupations Search	____
Activity	III	Selecting Occupations Suitable for Me	____
Activity	IV	Investigating Several Occupations--Finding and Summarizing Data	____
MATCHING			
Activity	I	Analyzing Personal Credentials	____
Activity	II	Comparing Self-Characteristics with Educational and Vocational Requirements	____
Activity	III	Evaluating Vocational Guidance Activities by Completing an Educational Preference Summary	____

TABLE OF CONTENTS

(Student Vocational Plan--Grade Nine)

			Page
SELF-EVALUATION			
Activity	I	Reviewing My Goals Set in Grades Seven and Eight; Setting New Educational, Vocational, and Personal-Social Goals	____
Activity	II	Evaluating My Achievement Through School Grades; Evaluating My Aptitudes Through the Differential Aptitude Test	____
Activity	III	Assessing Interests by Summarizing My Experiences: Relating Hobbies and Clubs, Reading Preferences and Junior High School Subjects to Vocational Interests	____
EVALUATION OF THE WORLD OF WORK			
Activity	I	Planning for the World of Work--Viewing a Film Strip	____
Activity	II	Analyzing National, State, and Local Occupational Patterns	____
Activity	III	Analyzing the World of Work--What it Looks Like Without Educational and Vocational Skills	____
Activity	IV	Reviewing the Use of Tools and Materials in an Occupations Study	____
Activity	V	Selecting Occupations to Investigate--Using an Educational Preference Summary	____
Activity	VI	Investigating Jobs of Your Choice (in detail)	____
MATCHING PERSONAL CREDENTIALS WITH EDUCATIONAL AND VOCATIONAL OPPORTUNITIES AVAILABLE			
Activity	I	Analyzing Personal Credentials and Preferences--Through a Very Thorough Personal Analysis--Coding the Personal Data	____
Activity	II	Comparing Information About Me with Educational and Vocational Opportunities and Requirements	____
Activity	III	Completing an Overall Summary of What I Have Accomplished in the Last Three Years in Preparation for My High School and Beyond High School Experiences	____

GOAL CHECKLIST - GRADE 7

The following lists consist of possible Educational, Vocational, and Personal/Social goals. Please read through this list very carefully and mark those things which you feel are YOUR GOALS at this time. Follow the directions which precede each set of goals.

EDUCATIONAL GOALS

Directions: In the left column, place an X before those items which answer the question.

Grade 7 - In which of the following subjects do you expect to have your best record this year?

	English
✓	Mathematics
	Science
	History
	Geography
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking

Grade 9 - In which of the following areas do you expect to have your best record in Grade 9?

✓	English
	College Math
✓	General Math
	Science
	Social Studies (Civics)
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking
✓	Foreign Language:
	German

Grade 8 - In which of the following subjects would you expect to have your best record next year?

	English
	Mathematics
	Science
	History
	Geography
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking

Grade 10 - Which of the following courses of study do you expect to take in High School?

	Business Education
✓	College Preparatory
	Computer Data Processing
	Electro-Electronics
	Food Preparation
	General Piping
✓	General Woodworking
✓	Graphic and Commercial Art
	Health Occupations
	Home Economics
✓	Metals and Machines
✓	Power Mechanics

THE ASSESSMENT OF ACHIEVEMENT: SCHOOL GRADES

Grade 7 Marking Period

SUBJECTS	I	II	Av.	III	IV	Av.
English	B	B		B		
Mathematics	C	C		C		
History/Civics	C	B		C		
Geography	B	C		B		
Science	C	B		C		
Foreign Lang:						
Industrial Arts						
Homemaking		A				
Art		B				
Music		A				
Health/Phys. Ed.		A				
Conduct		S		S		
Effort		S		S		

Grade 8 Marking Period

I	II	Av.	III	IV	Av.

Grade 9 Marking Period

I	II	Av.	III	IV	Av.

Grade 6

The subjects I liked best:
Language
Spelling

The subjects I liked least:
Social Studies

My best marks were in:
Spelling
Language

My poorest mark marks were in:
Reading

In general, my grades were:
__Excellent
__Good
__Fair
__Poor

Grade 7 Summary

The subjects I liked best were:
English

My best grades were in:
English, Geography

The subjects I liked least were:
History

My poorest marks were in:
Science, His, Math

In general, my grades were:
__A __B __C __L __D

In what subjects did I show the greatest improvement?

In what subjects have I dropped:

Grade 8 Summary

The subjects I liked best were:

My best grades were in:

The subjects I liked least were:

My poorest marks were in:

In general, my grades were:
__A __B __C __L __D

I improved in the following subjects since Grade 7:

My grades dropped in the following subjects:

I remained the same in the following subjects:

Grade 9 Summary

The subjects I liked best were:

My best grades were in:

The subjects I liked least were:

My poorest marks were in:

In general, my grades were:
__A __B __C __L __D

I improved in the following subjects since Grade 8:

My grades dropped in the following subjects:

I remained the same in the following subjects:

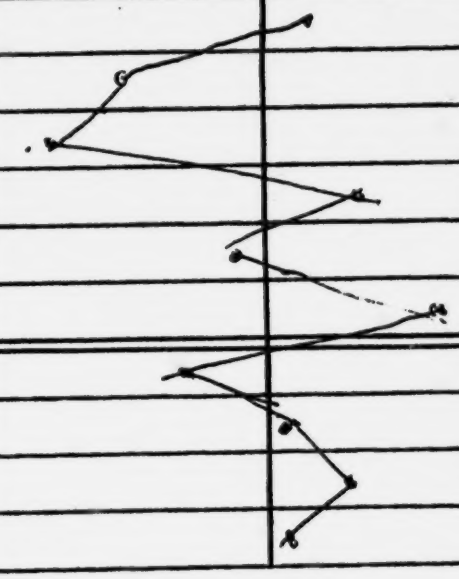
CALIFORNIA ACHIEVEMENT TEST PROFILE - GRADE SIX TEST RESULTS

In column two, titled Your Grade Placement, copy your grade placement for each achievement area. In column three, titled Your Percentile Rank, copy the corresponding percentile rank for each grade placement score.

Under Your Percentile Profile, place a large dot (•) under the number that corresponds to your percentile rank for each achievement area. Connect the dots to complete your profile.

By looking at the headings at the top of the chart, you will see that each percentile is rated according to very high, high, average, low, and very low categories. In this way, you can rate each of your achievement areas, summarize your strong and weak points, and compare one achievement area with another.

DATE TAKEN: _____ Sub Test	Your Grade Placement	Your % tile Rank	Your Percentile Profile: Very Low / Low / Average / High / Very High (10 20 30 40 50 60 70 80 90)
Reading Vocabulary		69	
Reading Comprehension		50	
Arithmetic Reasoning		42	
Arithmetic Fundamentals		73	
Mechanics of English		62	
Spelling		82	
Total Reading		58	
Total Arithmetic		64	
Total Language		73	
Total Battery		69	



SUMMARY ANALYSIS OF ACHIEVEMENT TEST RESULTS

1. My strongest achievement area is Spelling
2. My weakest achievement area is Arithmetic Reasoning
3. I am above grade placement in the following achievement areas:
4. I am below grade placement in the following achievement areas:
5. I am at grade placement in the following achievement areas:

EXPERIENCE CHECKLIST SUMMARY

Check back under "other" to be sure that you have put down everything that might be of some importance to you in identifying your present interests. Now, consider the whole pattern of your interests by answering the following questions.

1. In which of the six interest areas have you had the greatest number of experiences? If you have more than one strong area of interest, mark each of them.

____ Art	____ Natural
____ Business	____ Sciences
✓ Mechanical	____ Personal/Social

2. What are your favorite activities in your strongest areas?

fixing motors
furniture out of wood
fixing bikes

3. In what new activities or experiences would you like to participate? In what interest areas are they located?

New Activity	Interest Area
speed boating	
art school	

4. How do you plan to engage in these activities in the next few years?

boating [illegible]
[illegible] art school
art class

REMEMBER: Your ideas and preferences as seventh graders may change. It is time that you began to notice changes and appreciate their significance. At your age, you cannot consider any one measure of interests or abilities as final and conclusive. No unchanging conclusions can be set down as a result of this study of general interests, but you should be able to see yourself now as an individual who is active in one or more of the primary interest fields.

SUMMARY QUESTIONS: WHAT IS A JOB?

1. What is a job?

a job is anything you do which serves a useful purpose and one an address pen

2. What does the word "job" mean to you?

I Something a person does to support he or he and his famil..

3. Which characteristics of a job are most important to you? Why?

Abilities - education physical Skill Abilities to work with numbers

4. People choose jobs for many reasons. What reason or reasons would you have for selecting a particular job?

A marine biologist

5. Jobs have personalities such as "people" jobs, "things" jobs, and "ideas" jobs. Which group appeals to you? Why?

football player

CLASSIFYING JOBS FIVE WAYS

Select five jobs of relatives or friends and list them below:

1. Nursing 2. Secretary 3. _____

4. Automotive 5. Gymnastics

Interview the person who holds the first job on your list, and obtain enough information to classify the job in all five ways, using the checklist below. You now have five different ways to look at one job. Do this for each job listed above. Later, you will be asked to use these categories to summarize facts about the occupations which interest you.

CATEGORY	Job #1	Job #2	Job #3	Job #4	Job #5
INDUSTRY:					
Agriculture, Forestry and Fishing					
Mining			✓		
Construction					
Manufacturing					
Transportation, Communication and Public Utilities				✓	
Wholesale and Retail Trade					
Finance, Insurance and Real Estate					
Business and Repair Service		✓			
Professional and Related Services	✓				
Personal Services					
Entertainment and Recreation Services					
Public Administration					
DOT OCCUPATIONAL DIVISION:					
Professional, Technical and Managerial		✓			
Clerical and Sales	✓				
Service					
Farming, Fishing, and Forestry					
Processing					
Machine Trades					
Bench Work					
Structural			✓	✓	
Miscellaneous					

CATEGORY	Job #1	Job #2	Job #3	Job #4	Job #5
ABILITY LEVEL:					
Professional	✓				
Semi-Professional		✓			
Managerial		✓			
Skilled			✓		
Unskilled				✓	
INTEREST FIELD:					
Personal/Social	✓				
Natural					
Mechanical			✓	✓	
Business		✓	✓	✓	
The Arts				✓	
The Sciences				✓	
ACTIVITY INVOLVED:					
Working with:					
Ideas					
People & Animals					
Things					

RESOURCE GUIDE FOR OCCUPATIONS SEARCH

Source of Information	TYPES OF OCCUPATIONAL INFORMATION: JOB DUTIES/TASKS	RELATED JOBS	INDUSTRIES WHERE JOBS ARE LOCATED	LOCAL EMPLOYERS OR PEOPLE IN THIS JOB	JOB FUTURE/OUTLOOK	HOURS	WAGES (AVERAGE)	EDUCATIONAL REQUIREMENTS/OPPORTUNITIES	TRAINING REQUIREMENTS/OPPORTUNITIES	SPECIAL REQUIREMENTS	WORKING CONDITIONS	ABILITY/APTITUDE REQUIREMENTS	PHYSICAL DEMANDS OF JOB	INTERESTS ASSOCIATED WITH JOB	TEMPERAMENT ASSOCIATED WITH JOB	RELATION OF JOB TASKS
BOOKS:																
D.O.T. (Vol. I & II)	x	x	x						x		x	x	x	x	x	x
Handbook of Job Facts	x	x														
S.R.A. Dict. of Vocational Training Sources								x								
Armed Services Handbook								x	x			x				
PAMPHLETS:																
Occupational Outlook Handbook	x		x		x	x	x	x	x							
Massachusetts Trends							x									
S.R.A.: Exploring the World of Jobs	x					x	x	x	x		x	x	x			
B'nai B'rith (vocational)					x	x	x	x	x		x					
OCCUPATIONAL BRIEFS:																
Able Vocational-Technical Job Information	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Chronicle	x		x					x			x	x				
Career						x	x	x	x		x	x				
GUIDANCE FILMSTRIPS:																
F.O.M. Putting Your Aptitudes to Work												x				
F.O.M. Interests Pay Off														x		
A778-2 What Do You Like To Do?														x		
LOCAL SOURCES OF OCCUPATIONAL INFORMATION:																
Job Slides	x			x												
Personal Interviews	x			x												
Visits to Industry	x		x	x		x	x				x		x			
Tours-Voc/Tech Facilities								x								
Chamber of Commerce			x	x												
Local Bureau of Employment Security	x	x	x	x	x	x	x	x	x		x	x	x			
S.R.A. Workit	x	x	x		x	x	x	x	x	x	x	x				

GRADE SEVEN

OCCUPATIONS STUDY: SUMMARY

Complete the following questions after you have studied several occupations.

1. What things do all the jobs I have studied have in common.
   (for example: all people must come to work on time)

working with people

2. What are the important ways in which the jobs differ from one another?

strength + mine

3. Are the jobs what I expected them to be? ___Yes ✓No

   If No, name the job and tell in what ways it is different from what you expected

I think it will be harder and use more brains

4. Would I consider any of these jobs as a future career? ___Yes ___No

   If Yes, which ones?

---

5. In studying these jobs, have I learned about any others I might like to investigate? ___Yes ✓No

   If Yes, what are these new jobs?

INTRODUCTION TO FILMSTRIP: PREPARING FOR THE WORLD OF WORK, PARTS I and II
(Guidance Associates, Pleasantville, New York, 1966)

Part I: One of the great tragedies of this country is that people dislike the work they do day after day to earn a living. And yet, there is really no such thing as a bad job - only unhappy people. In fact, for every person who says he hates his job, there are several people who would love to have it.

Part I of this program explores several of the ways in which you can begin to plan for an enjoyable and meaningful career now. As you watch and listen, keep in mind that if the time spent in school seems long (some 13,000 hours), the time spent in working is more that six times as great (some 80,000 hours).

Part II: Employers expect you to bring to the job certain fundamental skills and knowledges. While you will not be expected to know everything about the specific jobs for which you are being considered, you will be a much more attractive job applicant if your background suggests you will be able to adapt to the job within a normal period of time. Prospective employers will weigh heavily any experience gained through vocational education in school for those seeking jobs after high school.

QUESTIONS: PREPARING FOR THE WORLD OF WORK

1. What are some of the personal rewards that come from liking a job and doing it well?
you will get ahead in your job and will enjoy it

2. What attitudes do you think each of the people interviewed about his job had in common?
They all liked the job they were in and they proberly knew what job they wanted

3. What kinds of judgments about yourself do you think would help you make wiser job decisions? you should like the job and enjoy it

4. What kinds of learning will you experience in a vocational education program?
The kind of job you would be interested in

(3)

OCCUPATIONAL ANLYSIS - GRADE NINE

For each job you have selected, complete an Occupational Analysis, by answering the following questions. Use all the available resources to obtain the most complete and accurate information you can. In the right column, titled Source(s), list where you obtained the information to answer each question.

JOB TITLE: Estimator

GENERAL

Source(s)

1. Job Duties/Tasks:
   appraises the cost of repairing damaged cars. He lists all parts to be replaced or repaired and estimates cost of labor and materials. He may determine insurance company's ability and negotiate settlement with claimant. He may also have to attend litigation hearings

Quincy Occupational Anlysis

2. Industries which hire people in this job:
   self-employment, insurance companies, auto body repair shops, new and use car dealers

3. Job Outlook (for the next 10 years):

   National: _____

   Local: Very good

4. Length of working day in hours. (Indicate any special seasonal employment): 40 hour week

5. Starting Salary: _____ Average Salary: $5.00

   Top Salary: _____

EDUCATION AND TRAINING REQUIREMENTS

6. What high school courses of study or subjects would provide a good background for this job?
   Power Mechanics two years of some kind of schooling after H.S. 3 years on the job training

Source(s)

7. For each type of education or training that applies to this job, write in the number of years required:

Type of Education/Training	No. Of Years Required
On-the-Job Training	✓
Apprentice Training	
Post HS Technical/Trade School	
Business College	
Junior College (2 yr. program)	✓
College	
Graduate School following college	

SPECIAL REQUIREMENTS

8. What special physical requirements does this job demand? (for example, minimum or maximum height or weight; perfect vision without glasses, etc.)

strength, Manual dexterity, talking, earing
Visual acuity

9. Does the job require union membership? ___Yes ✓No

NAME: _____

10. Do the workers generally have membership in a professional association?

___Yes ✓No

NAME: _____

WORKING CONDITIONS

11. In what type of environment is the work done? (Check all that apply)

a. ✓ indoors
b. ✓ outdoors
c. ___ in hot temperatures
d. ___ in cold temperatures
e. ___ in wet, humid conditions
f. ___ where much noise, or vibration is present
g. ___ where there are hazards or risk of bodily injury
h. ___ where fumes odor and/or dust is present
i. ___ where ventillation is poor
j. ___ other (specify) _____
k. ___ other (specify) _____

APTITUDE

12. Does the worker need the ability to use words expressively and fluently? (Verbal)

✓Yes ___No

13. Is an understanding of numbers and numerical relationships important? (Numerical)

✓Yes ___No

OCCUPATIONAL ANALYSIS SUMMARY - GRADE NINE

Answer these questions after you have completed the study of all jobs.

1. In what ways are all the jobs you have studied alike? Give examples. (for example: all people must come to work on time.)

   All are trades and make good money and do not need College Education

2. In what ways are the jobs different from one another? Give examples.

   some of the jobs you need more schooling

3. In studying about these jobs, have you learned about any related jobs? What are they?

   Instrument rairporpen carpenter

4. If all of the jobs you studied would disappear, are there any related jobs or vocational areas you could go to with a minimum of additional training?

   electronics

5. In what ways do you think the jobs you have studied will change in the next ten or twenty years?

   I'm not sure

6. Are the jobs what you expected them to be? ✓Yes ___No
   If No, name the job and tell in what ways it differs from what you expected.

7. Would you consider any of these jobs for a future career? ✓Yes ___No
   If Yes, which ones?

   above jobs

APPENDIX B

SAMPLE COUNSELOR HANDBOOK GUIDELINE

GRADE 9: EVALUATION OF THE WORLD OF WORK--PART V

OBJECTIVE

Selection of Occupations to Investigate.

TOPICS

Reviewing Self-Evaluation Data, including Goal Checklist, Assessment of Achievement, Differential Aptitude Tests Results, and Experience Checklist Summary.

Summarizing all self-evaluation data by primary occupational areas.

Selecting occupations for investigation from within vocational areas.

METHOD

Request students to review Self-Evaluation Data, and complete the Educational Preference Inventory--Grade Nine.

Request students to select several occupations for investigation, using Jobs Classified by Vocational Area. The list contains jobs in the professions and jobs in the skilled trades.

AUDIO VISUAL EQUIPMENT

None.

COUNSELOR MATERIALS/REFERENCES

Jobs Classified by Vocational Area
Information about high school offerings (prepared by the school system).

STUDENT MATERIALS/REFERENCES

Educational Preference Inventory--Grade Nine
Jobs Classified by Vocational Area
Information about high school offerings (prepared by the school system).

MATERIALS DISTRIBUTED TO PARENTS

Information about high school offerings (prepared by the school system).

SUMMARY

The student selects occupations for study which represent his educational preferences to date, and for which training is provided at the high school level.

APPENDIX C

SAMPLE JOB DESCRIPTION

GENERAL WOODWORKING: PATTERNMAKING

The patternmaker is primarily engaged in the production, alteration, repair, and maintenance of patterns and core boxes. A pattern is a model of a product, part, or other object that is to be cast in metal. To make the casting mold, sand is rammed around a pattern mounted in a frame (flask); when removed, the pattern leaves a cavity into which molten metal is poured. Core boxes are used to make inserts which form interior cavities, or projections in a casting. Patterns may be made of wood, plaster, plastic, or metal; master patterns, which are used to make metal and plastic patterns, are usually wood.

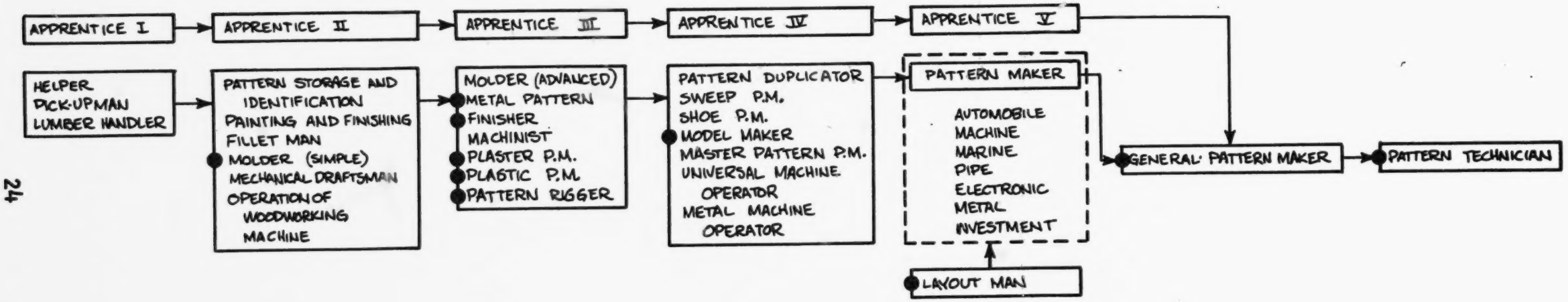
The general patternmaker must be able to work with all patternmaking materials. Apprenticeship is the principal means of qualifying as a journeyman in this field, but vocational-technical training may be credited toward completion of the 5-year apprenticeship period. In some cases, on-the-job training may also be substituted for formal apprenticeship training.

A majority of patternmakers are employed in specially equipped foundry shops in plants which manufacture such products as machinery, transportation equipment, and fabricated metal products. Others work in independent foundries or in job shops that make patterns to order.

A highly skilled craftsman, the patternmaker usually earns more than other woodworkers or foundry workers. In addition, with his metalworking and woodworking skills, he can transfer to related jobs in other fields when foundry work is not available.

APPENDIX D

SAMPLE JOB CHART



GENERAL WOODWORKING

PATTERNMAKING

● SELECTED JOBS

Sample Job Chart

APPENDIX E

SAMPLE OCCUPATIONAL ANALYSIS

SAMPLE

OCCUPATIONAL ANALYSIS

Brief description of job tasks.

Defined related titles as listed in D.O.T. (see Vol. II, p. vi).

Jobs with similar tasks at lower skill levels.

Employers who hire persons in this occupation.

Outlook for job openings in next 5-10 years in the Quincy and Greater Boston area.

Average regular work week for full-time job, with other time conditions noted as appropriate. (Hours for self-employed persons may vary considerably from the range indicated on this form.)

Regular earnings, excluding overtime and fringe benefits. (Income of self-employed persons may vary considerably from the range indicated on this form.)

On-the-job training required after high school other than short-term orientation in specific job or company procedures.

Formal apprenticeship program required after high school to reach journeyman status.

Requirements not otherwise indicated in other sections of this form.

OCCUPATIONAL

VOC AREA General Woodworking SUB FAMILY Mill Carpent

The **ASSEMBLER**

working from a layout or blueprint, assembles furniture, fixtures, cabinets, etc., using clamps, squares, jigs, glue, etc.

Assembling is a unit in the mill carpenter's apprenticeship training

RELATED JOBS:
subassembly man
top-case assembler

LOWER LEVEL JOBS:
helper

PLACEMENT OPPORTUNITIES:
home and building construction
furniture manufacturing
custom and job shops

EMPLOYMENT OUTLOOK: good

HOURS: 40/week

AVG. EARNINGS: $1.50-3.00/hour

HIGH SCHOOL COURSE OF ST
1 Business Education
2 College Preparatory
3 Computer Data Processi
4 Electro Electronics
Food Preparation
6 General Piping
7 General Woodworking
Graphic & Commercial A
9 Health Occupations
0 Home Economics
X Metals & Machines
Y Power Mechanics

TOTAL EDUC/TRNG REQUIRE	
1 HS Grade Completed:	
2	
3	
4	13
5 On-The-Job Training	1
6 Apprentice Training	
7 Post-HS Tech/Trade	
Business College	
9 Jr College (2 yr)	
0 College Graduate	
X Graduate School	

SPECIAL REQUIREMENTS:

Minimum age: 16

ABLE/GUIDANCE

Princi
dicate
Tests

Job title as generally used in the local area.

Job title used in D.O.T. if differing from local usage.

Code number according to 1965 Dictionary of Occupational Titles (D.O.T.) classification system. (If a specific job is not defined in the D.O.T., the number for a similar job is used as the basis for this analysis.)

For detailed explanations and definitions of

INTERESTS
CONDITIONS
TEMPERAMENT
PHYSICAL DEMANDS
RELATION TO Data, People, Things

refer to the attached appendix.

ANALYSIS

Y JOB Assembler D.O.T. 763.884
(D.O.T.: Furniture Assembler)

CONDITIONS:	
1 Inside	X
Outside	
Both	
2 Cold temp	
3 Hot temp	
4 Wet, humid	
5 Noise, vibration	
6 Hazards *	X
7 Fumes	
Odors	
Toxic	
Dust	
Poor ventilation	
8 Other	X
Work area sometimes messy	

* Falling objects

INTERESTS:	
1 Dealing with things & objects	X
2 Business contact with people	
3 Routine, system	X
4 Social welfare	
5 Prestige, esteem	
6 Communication of ideas	
7 Science & technology	
8 Abstraction, creativity	
9 Machines, procedures	X
0 Tangible results	X

APTITUDES:	
1 Verbal	
2 Numerical	
3 Abstract	
4 Spatial	
5 Clerical	
6 Mechanical	X
7 Spelling	
8 Grammar	

TEMPERAMENT:	
1 Varied duties, frequent change	
2 Repeated, set procedures	X
3 Matching specified instructions	
4 Directing & planning for others	
5 Working with others	
6 Working alone & apart	
7 Influencing other people's ideas	
8 Risks, unexpected events, emergencies	
9 Making empirical judgments, decisions	
0 Analyzing facts and figures	
X Interpreting personal feelings	
Y Precision, accuracy	X

PHYSICAL DEMANDS:	L-M-H	
1 Strength		
2 Climbing, balancing		
3 Stooping, kneeling, crawling		X
4 Manual dexterity		X
5 Talking, hearing		
6 Visual acuity		X
7 Other		
Standing for long time periods		

RELATION TO:	
1 Data:	
2 People:	
3 Things: Manipulating	X

ORM G-1

Strength requirements:

S Sedentary
L Light
M Medium
H Heavy
VH Very Heavy

related aptitudes as in-
by Differential Aptitude
AT).

PRIMARY SOURCES OF OCCUPATIONAL ANALYSIS DATA

Project ABLE coordinators

U. S. Department of Labor. Dictionary of occupational titles. Washington: U. S. Government Printing Office, 1965.